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Internationalization: Elements and Checkpoints

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INTRODUCTION

Internationalization is an increasingly important issue in higher education around the world. "Global education can no longer be viewed as a secondary consideration; we must recognize that it is central to developing graduates who can cope creatively with the modern, interdependent world" (Wood, 1991).

The purpose and meaning of internationalization varies from institution to institution, but typically involves a range of activities, policies and services that integrate an international and intercultural dimension into the teaching, research and service functions of the institution. Post-secondary institutions have a key role in developing awareness, knowledge and skills among Canadians so that they are able to work and live in an environment that is both local and global in nature.

While universities and colleges have clearly shown increased interest in and commitment to internationalization, the question now facing them is how to sustain this interest and turn the commitment into effective strategies. There is legitimate concern that the current priority attributed to internationalization may be but a passing fad. It is necessary to take a critical and systematic look at how to sustain the interest and investments being made and assess the quality, impact and benefits of current internationalization efforts.

The purpose of this paper is to examine the elements in the internationalization process of a college or university. Academic activities and services, organizational factors and guiding principles are discussed. Greater attention is given to the organizational factors and principles which help to integrate internationalization into the university's administrative process and structures, and create a culture that values and supports the benefits of internationalization.

The discussion culminates in a series of checkpoints to assist in the planning, implementation and review of internationalization strategies. Finally, an internationalization cycle is presented which includes six stages of the process and emphasizes continuous efforts toward innovation and institutionalization of the international dimension.

INTERNATIONALIZATION ADVOCATES

Three national organizations and a provincial one have identified internationalization as an issue of critical importance. Each has recognized the necessity for Canadian universities and colleges to integrate an international dimension into teaching, training and research activities in order to produce graduates who can work and live in an increasingly interdependent world and can ensure Canada's economic, scientific and technological competitiveness.

Canadian Bureau for International Education (CBIE)

In 1990, a Commission of Inquiry on Canadian University Education was established under the leadership of Dr. Stuart Smith. CBIE presented a report to the Commission entitled "Education without borders or bounds," which included a set of recommendations directed to three sectors: the higher education institutions, the federal and provincial governments and the Canadian private sector.

The recommendations targeted to the higher education institutions (in this case, the universities) addressed the following points:

- inclusion of internationalization as an institutional goal in all university mission statements;
- establishment of a program review process by universities to ensure programs are internationalized;
- establishment of policies on percentages of foreign students and the composition of the foreign student population with diversity of national origin a stated objective;
- review of learning resources including library acquisitions, to ensure international research is possible;
- recruitment of faculty with international experience and reward/promotion of faculty for international work;
- review of programs for international students to enable them to become more active cross-cultural educators on campus;

- establishment of processes and means for more Canadian students to have international education experiences; and
- review of research capacities and establishment of means for students to undertake research outside Canada in fulfilment of degree requirements.

The series of recommendations aimed at the federal and provincial governments focused on the following major points:

- development of scholarship programs for international students;
- support for a national coordinating office on university exchange agreements between Canadian universities and their counterparts;
- funding of research and study by faculty seeking to develop their international expertise;
- improved services by Canadian diplomatic posts relating to opportunities for study in Canada;
- streamlined process for granting international student authorizations; and
- adoption of internationalization as a fundamental objective of Canadian education with the federal government taking a leadership role with the cooperation of the provinces.

The Canadian private sector was the target for another set of recommendations. To encourage educational mobility, one of the creative ideas proposed for Canadian lending institutions is to forgive portions of the debt of developing countries in exchange for the debtor country's provision of in-country support for Canadians involved in educational exchange programs. It was also suggested that Canadian companies share the benefits and financial burden of increased educational exchange of students, researchers and faculty in ways which promote their short- and long-term trade interests.

The CBIE position on internationalization was effectively summarized in this statement to the Commission: "...given the world's increasing multipolarity and interdependence, internationalism is now key to any country's scientific, technological and economic competitiveness. Canada's universities must become bastions of internationalism if Canada is to improve or even maintain its position in a variety of sectors through the 1990s ... Internationalization will be the measure of quality of universities in the 1990s" (CBIE, 1991:2).

Association of Universities and Colleges of Canada (AUCC)

In 1989 the presidents of Canadian universities, through AUCC, stated that "internationalization of the undergraduate curriculum is essential for the effective survival of Canada. This is a high priority for Canadian universities and it must be a high priority for the Government of Canada and the provinces. To accomplish this goal will require institutional change in universities and the government".

The changes identified for universities included:

- a review of curriculum to ensure more courses and emphasis on international aspects;
- an increase in the number of international students from both industrialized and developing countries;

- an expansion of the number and types of opportunities for Canadian students to experience other cultures through courses and study abroad programs; and
- a better use of faculty, students and members of the external community with diverse ethnic backgrounds or who have international experience.

The leadership role of the president was emphasized given the conservative nature of universities and the difficult financial times facing them.

Association of Canadian Community Colleges (ACCC)

In 1992 ACCC adopted college internationalization as one of its advocacy priorities for the next two years. An advisory committee was appointed and in 1994 published an orientation document to guide the administrators of Canadian colleges on the rationale, services, conditions and role of ACCC regarding the internationalization of community colleges. They state that "colleges have a duty to prepare Canadians for the future, to enable them to live cooperatively and productively in a changing world....The new world economic order leaves us no choice" (ACCC, 1994).

British Columbia Centre for International Education (BCCIE)

British Columbia has taken the issue of internationalization very seriously. Since 1988, the Ministry of Advanced Education, Training and Technology has issued two reports encouraging post-secondary institutions to develop plans to facilitate the internationalization of campuses. These reports acknowledge the shift from a resource-based to a knowledge- and information-based economy. The accompanying imperative to prepare graduates for effective global citizenship has confirmed internationalization as a necessary priority, not a desirable option.

Not long after the publication of these two reports, the British Columbia Centre for International Education (BCCIE) was established (1990) and mandated to develop international education programs in the public post-secondary institutions. BCCIE acts as a coordinating agency working to increase international education activity and to be a catalyst and resource for the process of campus internationalization. In 1992 BCCIE established a Task Force on Internationalization which surveyed all 24 post-secondary institutions in the province. The results of the survey confirmed the interest and commitment to internationalization but revealed that "positive initiatives notwithstanding, internationalization is proving to be a complex and challenging process....While inroads are being made through effective leadership, encouragement of faculty involvement, strategic planning and internationalization of the curriculum, resources for internationalization are problematic, and campus-wide infusion of the process remains largely unrealized in British Columbia" (Francis, 1993).

It should be noted that other provincial governments and agencies are actively internationalizing education, but only BC has undertaken a major study on the subject.

These findings point to a need for greater understanding and research on the process of internationalization. To do so requires a re-examination of the meaning of the term and the rationale for undertaking it.

MEANING OF INTERNATIONALIZATION

Internationalization means different things to different people. With the growing interest in and use of the term, the variety of interpretations and meanings have increased. Internationalization in the context of higher education, is often used interchangeably with the term globalization and is also used as a synonym for international, global, intercultural and multicultural education.

Definition

The BCCIE Task Force recommended "clarification of the definition of internationalization, both in the context of the post-secondary system as a whole, and at the individual institutional level." The Task Force found that "not only did the meaning attributed to the term vary between individuals, but so too did the comfort level with using the word." The Task Force developed and suggested the following as a working definition for the province of British Columbia: "Internationalization is a process that prepares the community for successful participation in an increasingly interdependent world. In Canada, our multicultural reality is the stage for internationalization. The process should infuse all facets of the post-secondary education system, fostering global understanding and developing skills for effective living and working in a diverse world" (Francis, 1993).

This is one of the most comprehensive definitions proposed to date but it has been criticized by individuals involved in the study. The negative reaction centred on two issues. The first was the reference to Canada's multicultural society and the possible confusion that this could cause. Secondly, there was a sense that the definition was too inward and campus-focused, and that an outward vision to the world was more important and relevant.

Arum and Van de Water (1992) based their search for a definition of international education on an analysis of concepts and definitions used in the United States over the past 30 years. The definition they favored was proposed by Harari in 1972. It combined three main elements: 1) international content of the curriculum; 2) international movement of scholars and students concerned with training and research; and 3) international technical assistance and cooperation programs. They have built on this perspective and developed their own tripartite definition which refers to "the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation."

Knight (1993) introduced an evolutionary or process-oriented view of internationalization and defined it as "the process of integrating the international dimension into the teaching, research and service functions of an institution of higher education."

Hans de Wit (1993), who is Vice President of the European Association of International Education (EAIE), analyzed the differences in these two definitions and concluded that the Arum and Van de Water definition was very American-oriented and "too rhetorical" for international educators. He pointed out that the process-oriented definition was "more global and neutral and...is a more bottom-up and institution-oriented definition, giving space to a broad range of activities which

could lead to internationalization, excluding none." He went further and proposed his own definition without distinguishing between the terms internationalization and international education. He described it "as the process by which education is developed into a more international direction."

Harari (1989) suggested that international education must encompass not only the curriculum, international exchanges of scholars/students, cooperative programs with the community, training and a wide array of administrative services, but also "distinct commitment, attitudes, global awareness, an orientation and dimension which transcends the entire institution and shapes its ethos."

EAIE, founded in 1989, has stated that international education covers a broad range of activities and can only be defined in a general way as meaning all the activities dealing with the internationalization of higher education, "internationalization being the whole range of processes by which (higher) education becomes less national and more internationally oriented" (EAIE, 1992).

AUCC (1993) has concluded that "there is no simple, unique or all-encompassing definition of internationalization of the university. It is a multitude of activities aimed at providing an educational experience within an environment that truly integrates a global perspective."

The comment that "there is no simple, unique or all-encompassing definition" may well summarize current thinking in Canada. As the international dimension of higher education gains more attention and recognition, people tend to use it in the way that best suits their purpose. While one can easily understand this, and while internationalization should have wide scope, it is not helpful for internationalization to become a catch-all phrase for everything and anything international. As a catch-all it is diminished and becomes a camouflage for generalized and unrigorous reflection. A focused definition is necessary if it is to be understood and treated with the seriousness that it deserves. Even if we cannot agree on a precise definition, internationalization must have parameters if it is to be assessed.

Approach

In a recent study Knight (1994) found that there are basically four different approaches being used to describe the concept of internationalization (see top pg. 4).

While this diversity of interpretations of internationalization illustrates the complexity of the concept it can also lead to confusion about its purpose and importance, resulting in a weakened sense of legitimacy and impact.

A clear and focused definition is needed in order to effectively advocate for and achieve internationalization. A definition which differentiates it from other related terms will also help to clarify the present confusion surrounding the meaning of internationalization.

The definition proposed in this paper is: "Internationalization of higher education is the process of integrating an international dimension into the teaching/learning, research and service functions of a university or college. An international dimension means a perspective, activity or service which introduces or integrates an international/intercultural/global outlook into the major functions of an institution of higher education."

Approach	Description
<i>Process Approach</i>	The process approach frames internationalization as a process which integrates an international dimension or perspective into the major functions of the institution. Terms such as infuse, integrate, permeate, incorporate are used to characterize the process approach. A wide range of activities, policies and procedures are part of this process.
<i>Activity Approach</i>	The activity approach describes internationalization in terms of categories or types of activities such as curriculum, scholar/student exchange and technical cooperation.
<i>Competency Approach</i>	The competency approach looks at internationalization in terms of developing new skills, attitudes, knowledge in students, faculty and staff. The focus is clearly on the human dimension not on academic activities or organizational issues.
<i>Organizational Approach</i>	The fourth approach focuses on developing an ethos or culture in the university or college that values and supports intercultural and international perspectives and initiatives. This last approach is closely linked with the process approach.

RATIONALE/MOTIVATIONS

Aigner et al (1992) suggest that there are three major reasons for the internationalization of higher education: 1) interest in international security; 2) maintenance of economic competitiveness; and 3) fostering of human understanding across nations. Aigner et al point out that these are not absolute or mutually exclusive reasons for internationalization and that they differ greatly on content and emphasis. They indicate that any institution-wide strategy must include many and diverse reasons as there are clearly different motivations and different political and social orientations for internationalism on university campuses.

BCCIE (1993) cites the emergence of a global political economy, the challenge of globalization and increasing economic, ecological and cultural interdependence as important causes for the increased attention being given to internationalization. Given that BCCIE focuses on its own province, it is particularly interested in the future of British Columbia which BCCIE believes depends on how competitive it is in the world economy and on its "global literacy". Virtually all areas of activity require effective communication with other cultures and global awareness skills. Hence the education system plays a critical role in the preparation of British Columbians for productive living and working in an increasingly diverse world (Francis, 1993).

Scott (1992) identifies seven imperatives for global education. They include economic competitiveness, environmental interdependence, increasing ethnic and religious diversity of local communities, the reality that many citizens work for foreign-owned firms, the influence of international trade on small business, the fact that college graduates will supervise or be supervised by people of different racial and ethnic groups than their own, and national security and peaceful relations between nations.

Warner (1992) examines the various assumptions and imperatives that underlie or drive the internationalization agenda at different universities. He proposes three different models in an attempt to capture the diverse approaches to the internationalization of a university.

In the competitive model, introducing international content into curricula and other elements of campus life is chiefly a means to make students, the institution, and the country more competitive in the global economic marketplace. This means preparing graduates who can work cross-culturally, whether in international or multicultural contexts, be sensitive to the needs of foreign partners or customers, and meet world standards in their discipline or profession.

The liberal model identifies the primary goal of internationalization as self-development in a changing world and/or global education for human relations and citizenship. This model combines elements of the other two models. The goal is for students to learn to participate more fully in an interdependent world, to reduce prejudice, and to develop mutual understanding and cooperation to solve global problems.

The social transformation model suggests that the most important goal of internationalization is to give students a deeper awareness of international and intercultural issues related to equity and justice, and to give them the tools to work actively and critically toward social transformation.

The fact that modern society is placing a stronger emphasis on global awareness, international trade and intercultural relationships is acknowledged by Norfleet and Wilcox (1992). They suggest that because of this, the survival of every nation depends on its ability to build and foster international and intercultural relationships and that institutions of higher learning are in a unique position to develop and strengthen these relationships.

A somewhat different approach is used by Davies (1992) to explain why international activities have been expanding in the past decade. He states that internationalization is "closely linked with financial reduction, the rise of academic entrepreneurialism and genuine philosophical commitment to cross-cultural perspectives in the advancement and dissemination of knowledge." This view reflects the tight fiscal situation facing universities today and places international activity in the context of revenue-producing work. In fact, a controversial issue emerging in this discussion is the increasing commercialization of international activities in universities and colleges.

According to Johnston and Edelstein (1993), "today, the dominant argument for internationalizing higher education is that it will ensure the nation's economic competitiveness." They have, however, acknowledged that while this argument has considerable force, it also has limitations as the very notion of international competition may be losing its meaning. The dissociation of businesses from their home countries is increasingly common as domestic enterprises evolve into international, then multinational, and then global ones.

It is clear from the above that economic arguments to support internationalization are popular. Often these arguments are perceived to originate in business schools and are not fully supported by other disciplines. Non-business faculty members fail to give the same importance to the economic competitiveness rationale. In fact, some are very uncomfortable and view with suspicion the fact that the university agenda may be driven by the external agenda of business and industry. This is not to deny the importance of the relationship between university and business; however the narrowness of the economic competitiveness agenda is of concern because of the important issues which are not acknowledged. The emphasis on competition should not overshadow the attention that should be given to the reality of interdependence and the need for cooperation on a global scale — for reasons such as human survival, social justice, humanitarianism, equity, all concepts far bigger than competitiveness.

There is no single motivation for internationalizing. Instead there are a variety of imperatives, which are not necessarily mutually exclusive, but which may be viewed as such. The reason for choosing one imperative over another depends on a number of factors specific to mandate, resources and history of the institution.

ELEMENTS OF INTERNATIONALIZATION

Based on the experiences of different colleges and universities and a review of the literature, a number of elements have been identified which play an important role in the internationalization process. These elements may be called key ingredients, mechanisms, facilitators, barriers, factors, steps. In most cases, the elements are different types of academic activities, for example student/faculty exchanges, curriculum, recruiting/hosting international students. In other cases, organizational factors such as policy statements, annual planning and review systems are identified as the elements.

Differentiating between academic and organizational factors is essential. Even if there are an increasing number of academic activities taking place, if they are not underpinned by a permanent organizational commitment and structure, they may die when proponents leave the institution. Internationalization must be entrenched in the culture, policy, planning and organizational processes of the institution so that it is not treated as, nor does it become, a passing fad.

By only focusing on the academic or program activities one can overlook the process issues, which are important to ensure that the different activities reinforce each other, that they become central to the mission of the institution and that strength lies in the whole being greater than the sum of the parts, especially for impact, benefit and leverage.

The following chart provides a summary of the important elements identified by different researchers. In most cases the researchers have not categorized an element as an academic/program activity or as an organizational factor. They have been labelled as such for the purposes of this paper and to make the point that both are important.

Summary of Internationalization Elements

RESEARCHER	ACADEMIC PROGRAMS AND SERVICES	ORGANIZATIONAL FACTORS
Harari 1989	<ul style="list-style-type: none"> • curriculum development • international exchanges • external partnerships 	<ul style="list-style-type: none"> • creating an international ethos on campus • integrated and strategic planning • commitment from senior leadership • internal support and external coalitions
Audas 1991	<ul style="list-style-type: none"> • integrate international and intercultural context in curriculum 	<ul style="list-style-type: none"> • written policies at central and local level • systematic review and long term planning • central international office with executive officer • formal and informal communication channels
Aigner et al 1992	<ul style="list-style-type: none"> • curriculum • foreign language • international internships and exchanges • foreign students and scholars • technical cooperation and international development • public service 	<ul style="list-style-type: none"> • leadership from administration • faculty development and involvement • broad agenda with specific goals • networking • centralized service
Norfleet and Wilcox 1992	<ul style="list-style-type: none"> • recruiting international students • creating global awareness • internationalizing the curriculum • study abroad and faculty exchange • community involvement 	<ul style="list-style-type: none"> • institutional commitment

Summary of Internationalization Elements (*Cont'd*)

RESEARCHER	ACADEMIC PROGRAMS AND SERVICES	ORGANIZATIONAL FACTORS
Scott 1992	<ul style="list-style-type: none"> integrated through curriculum curricular and extra-curricular activities included undergraduate teaching, training and research external partnerships linkage of international and multicultural themes 	<ul style="list-style-type: none"> mission statement annual review multi-year plan fundraising faculty recognition and rewards support of senate and board of governors funds for faculty and curriculum development annual goals and objectives
British Columbia Centre for International Education Francis 1993	<ul style="list-style-type: none"> curriculum faculty and staff development international student program study/work abroad and exchanges international projects institutional linkages community linkages 	<ul style="list-style-type: none"> leadership from senior administration priority given to international efforts articulation of goals long term commitment enhanced public relations access to resources faculty involvement strategic planning and evaluation resources
Knight 1994	<ul style="list-style-type: none"> student work/ study abroad programs curriculum innovation international students and scholars faculty/staff exchange and mobility programs international development projects joint research initiatives international institutional linkages foreign languages area/thematic studies community partnerships intercultural training extracurricular activities and institutional services 	<ul style="list-style-type: none"> commitment and support of senior administrators and Board of Governors support and involvement of critical mass of faculty/staff international office or position with experienced personnel adequate funding and support both internally and externally policy to encourage and support local initiatives within a broad institutional policy framework incentives and rewards for students, staff and faculty communication and information exchange mechanisms

ACADEMIC ACTIVITIES AND SERVICES

The following describes the academic programs and services that a university or college may be engaged in or consider in the development and implementation of an internationalization strategy.

Curricular Innovation

Curriculum is the backbone of the internationalization process. The term is used to refer to formal curricular elements, other than foreign languages, that are primarily international in nature. This includes graduate and undergraduate courses and majors in various international fields as well as those courses that have a substantial amount of international or intercultural material integrated into the curriculum. The following list identifies possible ways to approach internationalization of the curriculum:

- ◆ The infusion of disciplines with international content;
- ◆ Comparative approaches;
- ◆ Issue-oriented approaches and interdisciplinary studies;
- ◆ Area studies and civilizational approaches;
- ◆ International studies and intercultural studies;
- ◆ International development studies (theory and practice).

Canadian Students' International Experiences (Work/Study Abroad)

There are many different types of international experiences such as internships, field work and research, placements and practica, credited coursework abroad, student exchanges, and study tours. This area is recognized as one of the most important elements of internationalization.

Many educational institutions are aiming for a target of 10% of the student population participating in some type of overseas international or intercultural experience. This has been, in part, stimulated by European programs such as ERASMUS, which aim to have 10% of students studying in another EC country at any one time. In 1992-93 only 2.7% of full-time Canadian post-secondary students were studying abroad. Of these 80% were in the United States (CBIE, 1991:1).

International Students/Learners

Many Canadian institutions host international students and other learners (researchers, interns, visiting faculty). This group does not include landed immigrants or those seeking refugee status. The intention to return home on completion of studies is

inherent in the definition of the term international student. International students can be a valuable resource in the internationalization of the campus and serve as contacts (and sources of alumni funding) for the university or college after their return home. While there is a great deal of interest in attracting international students to Canadian educational institutions, particularly at the college level, it is a common belief that their potential as catalysts and agents for internationalization has not been fully realized.

Faculty/Staff Participation in Exchange/Mobility Programs

Work, study or research in foreign countries by Canadian faculty and staff members and scholarly activity by foreign faculty or staff at Canadian campuses may take place on three levels: through individual initiatives, institutional arrangements, or national or provincial programs.

Experience has shown that when faculty and staff members have had an opportunity to be directly involved in international and intercultural work there is more likelihood that they will want to introduce international perspectives into curriculum and research activities. More emphasis is being put on how to facilitate faculty mobility: one of the big barriers is that the hiring, tenure, reward system does not recognize this.

Foreign Language Study

This category refers to activities related to foreign language instruction. It should be noted that language study is important to internationalization not only for functional skills, because it also enhances and deepens cultural awareness.

International Development Initiatives

Activities involving technical assistance to developing countries are usually but not necessarily supported by a bilateral or multilateral funding agency. International development initiatives provide opportunities for Canadian faculty and staff, plus students, to cooperate with counterparts from developing countries. While international development projects have value in themselves they can have a greater impact when they reinforce or are linked to curricular or extracurricular activities.

Institutional Cooperation Agreements

Formal agreements between a Canadian university or a consortium of universities with a foreign institution or group of institutions for purposes of mutually beneficial academic endeavor are an important means to internationalization. The greatest benefit of such agreements is that they connect institutions rather than individuals.

Research with an International Dimension

As research is a fundamental purpose of universities, it is critical to look at the links between the research mandate and the thrust toward internationalization. These can include:

- ◆ The establishment of centres of excellence or research with an international mandate or focus;
- ◆ Incorporation of an international perspective and international issues into existing research centres and programs;
- ◆ Increasing collaboration with international partners;
- ◆ A comparative approach, especially given the increasing

emphasis on the application of research;

- ◆ Dissemination of research results and sharing of knowledge through international networks and communications systems.

Area Studies/Theme Centres

Area studies refer to a geographic area, such as the Caribbean; theme centres usually take an interdisciplinary approach to the study of a theme. These programs/centres are usually cross-disciplinary and reflect particular faculty expertise, and research interests. They usually have a strong curricular base.

Cross-cultural Training

Cross-cultural education and training may be carried out for staff, students and faculty to enhance their awareness, understanding and competencies of living, studying, and working with individuals from other cultures, whether within Canada or abroad. Such training is necessary to prepare students to be internationally knowledgeable and cross-culturally competent. Anti-racist education is a component of cross-cultural training.

Extra-curricular Activities and Institutional Services

This category refers to the various clubs, events, associations that relate to international issues and activities for both foreign and Canadian students. Different institutional services and facilities such as international student advisers, the library, residences, housing services, counselling services, the placement centre, alumni services, security, dining rooms etc. are included in this category of non-academic activities.

It is important to recognize that internationalization is more than academic and research activity or service — it also means internationalizing a community. While teaching, training, research and service are the main focus of universities and colleges, extracurricular activities provide an opportunity to create an international ethos or outlook on campus.

ORGANIZATIONAL FACTORS

Organizational factors can permit (or prohibit) the integration of an international dimension into the primary functions of the institution. A review of the literature has indicated that, until recently, more attention has been given to the academic aspects of internationalization than the organizational ones.

A recent study (Knight, 1994) which addressed the organizational aspects of the internationalization process found that the most critical and fundamental factors for internationalization were: 1) the commitment and support of senior leadership, faculty and staff; 2) adequate internal funding plus support from external agencies; and 3) the presence of an international office with experienced personnel. Factors which were also essential to internationalization but followed the others in importance included: 1) policy statements; 2) acknowledgment in faculty/staff hiring, performance and promotion criteria; 3) communication channels and public relations support; and 4) integration into annual plans and budgets of academic and administrative units. These factors may be perceived to be of secondary importance because of the stage of development of internationalization at Canadian universities and colleges rather than the role they play. The

factors which were identified as the most controversial were: 1) the degree of centralization and decentralization of the planning, implementing and monitoring of activities and initiatives; 2) the interdisciplinary nature and potential of internationalization; and 3) the influence of academic freedom on international activities.

Each institution has its own organizational culture which affects institutional and attitudinal change but these organizational factors are generic enough to warrant serious consideration as to how they could be applied at other colleges or universities. The following general discussion is drawn from the work of the researchers identified in the above chart.

Expressed Commitment by President and Senior Administrators

As several researchers have noted, the commitment of senior administrators is crucial to successful internationalization. Both the tangible commitment expressed in written policy as well as the more intangible commitment revealed through the interest in internationalization expressed by senior administrators at the vice presidential or presidential level are necessary elements that have a ripple effect on the community. Leadership clearly facilitates internationalization.

Interest and Involvement of Faculty and Staff

It is self-evident that the interest of faculty and staff is crucial, but the factors stimulating their interest bear scrutiny. Experience shows that interest comes chiefly from individuals who have had a direct international experience or activity either on campus, i.e. with international students or through research abroad, or through international assignments. It is unrealistic to expect everyone to be committed to internationalization, but a critical mass of 15% has been proposed as necessary for success. Measuring this poses obvious difficulties.

Adequate Funding Allocation

Experience at different colleges and universities indicates that funding facilitates internationalization, but attitudinal commitment and innovative ways of incorporating international perspectives into existing programs are equally important.

International Office

Universities and colleges generally have a locus of responsibility and leadership for international activities. The role of this international office as a catalyst for institutional change in favor of internationalization of the total institution is critical. Such a focal point or centre must serve in a catalytic, supportive, service-oriented way. Given the structure and culture of most institutions such a centre must be extremely careful to provide leadership from the sidelines and not be seen as turf-seeking in any way. Monitoring of activities is important to maintaining integrity and professionalism in international work. The leadership of such a centre must relate well and have credibility with faculty but also have administrative, academic, entrepreneurial and cross-cultural skills.

Expressed Support by Board of Governors

The commitment of an informed Board of Governors emphasizes that internationalization is part of the overall mission of the university or college — it reinforces the legitimacy of internationalization and allows it to be integrated and taken into consideration in overall decision-making for the institution.

Communication Channels

Because internationalization activities can easily become isolated and fragmented, information-sharing through both formal and informal channels is important to make better use of resources, promote collaboration where appropriate, and ensure that opportunities are made available to the widest possible segment of the population. This can take the form of a cross-institution committee with representation from each faculty and all major administrative units, as well as through newsletters and other regular campus forums. Informal communication often happens but is not comprehensive enough, and usually does not inform policy.

Experienced Personnel

International program administrators need legitimacy within the university or college, i.e. with faculty, staff, and students. They must be cross-culturally competent, experienced in international academic relations and other international activities.

External Linkages

Working externally, through partnerships and consortia is a good way of finding human and financial resources as well as opportunities for international activities. Such external partnerships can also provide access to networks of others working internationally. These partnerships can be with other institutions, the private sector and the community.

Policy Statements

Written policy is what stimulates and informs practice. It provides direction, expresses institutional commitment, and may define the particular goals of internationalization for an institution. However if there is no real support across the institution for the expressed commitment or policy statement, it is merely a public relations exercise.

Annual Planning, Budget and Review Process

Regular integration of an international dimension in annual plans and budgets ensures that it is institutionalized. Integrated programming and strategic planning ensure that international efforts are institutionalized rather than marginalized, are mutually reinforcing, and make the best use of resources.

Decentralized/Centralized Approach

Discussion of methods of internationalizing often gets polarized into questions of a decentralized versus a centralized approach, but this polarity is not necessarily productive. Policy and

planning can be centralized, while programming and implementation is best decentralized. If internationalization activities are too decentralized, they can be marginalized, fragmented, and isolated, so policy, planning and information-sharing are necessary to reinforce and integrate these activities and maximize input. Decentralized implementation involves the largest number of people, and so builds energy, commitment, and creativity at the individual and faculty level.

Interdisciplinary Cooperation

Many aspects of international scholarship, teaching or service are interdisciplinary and the internationalization process itself draws upon different disciplines and requires an interdisciplinary approach. Faculty international experience helps to develop the values and mindset that support such collaboration.

PRINCIPLES

The organization of an institution has both formal and informal aspects. Formal components are those that are public, rational and oriented to structure; they include organizational mission, goals and objectives, operating policies and practices, organizational structures such as hierarchical levels, and reporting,

accountability, planning, and review systems. These aspects have been discussed in the previous section.

Informal components are less visible and more affective elements of behavior that make up the culture and climate of an institution. They include the patterns of power and influence, personal views of organizational and individual competencies, patterns and groupings of interpersonal relations and communications systems, group sentiments and norms, perceptions of trust, openness, and the sense of satisfaction or dissatisfaction. All of these elements contribute to the culture of an institution and can affect the process of internationalization.

The informal components are difficult to define and dissect, but are extremely influential and may determine the success or failure of efforts to internationalize. It is therefore critical to capture them by developing a set of principles designed to create a culture that values and supports the benefits of internationalization.

Each institution will develop its own set of guiding principles which will reflect the goals for internationalization but also the existing culture or climate of the organization. A number of researchers have suggested different assumptions or beliefs which facilitate the process and these are summarized and presented in the following chart.

RESEARCHER	PRINCIPLES
Harari 1989	<ul style="list-style-type: none"> • consensus • integration • centralization
Aigner et al 1992	<ul style="list-style-type: none"> • service • coordination • cooperation • small scale change
Rahman and Kopp 1992	<ul style="list-style-type: none"> • commitment • centralization • cooperation
British Columbia Centre for International Education Francis 1993	<ul style="list-style-type: none"> • leadership • infusion • involvement • strategic planning
Knight 1994	<ul style="list-style-type: none"> • coordination • customization • collaboration • innovation

CHECKPOINTS FOR AN INTERNATIONALIZATION STRATEGY

The following checkpoints have been developed to help in the planning or strengthening of internationalization strategies in universities and colleges. They may also be helpful in measuring or evaluating the degree of internationalization achieved. The checkpoints are not intended to be used as general performance indicators as each institution will have an individualized strategy and therefore some checkpoints may not be relevant to the particular goals or stage of development of the institution. On the other hand, the checkpoints may help to determine how integrated or widespread internationalization initiatives are throughout a campus, and to what degree both academic and administrative units are included.

Measuring the degree and success of internationalization is an important but difficult task. The quality of international experiences, relationships or collaborations are more important (or at least as important) as the number of activities and participants. The challenge is clearly how to assess the qualitative aspects of the success of internationalization. While some of the checkpoints address quantitative issues, others can help assess some of the more qualitative aspects of both academic programs and services as well as the organizational factors involved in creating a supportive culture and environment for integrating an international dimension into the teaching, training, research and service functions of the institution.

ORGANIZATIONAL AND ADMINISTRATIVE SUPPORT

- Acknowledgement of international dimension in mission statement
- Active support and participation of President and senior administrators
- Development and use of an organizational strategy or plan for internationalization across the institution
- Development and use of a guideline document and mechanism for annual review and assessment of internationalization efforts for both administrative and academic units
- Establishment and operation of a central support and advisory service or office for international activities and relations
- Use of communication channels for information exchange (and advocacy) across campus on international issues and activities ie. committee, e-mail network, newsletter
- Adequate level of resource support both internal and external sources
- Provision for internationalization activities in institutional fundraising efforts
- Critical mass of faculty and staff to plan and implement internationalization activities
- Acknowledgement of international work in faculty/staff hiring, performance and promotion criteria.
- Expressed support from Board of Governors
- Presence of experienced personnel to initiate, implement and evaluate international initiatives
- An organizational culture which values, supports and promotes internationalization initiatives

INTERNATIONAL STUDENTS

- Number of international students (holding student authorizations) and scholars on campus
- Percentage of total student enrolment that this number represents
- Support services/office for international students
 - adviser/s
 - orientation programs
 - social/cultural/peer programs with Canadian students
 - international student clubs
 - newsletter
 - ESL/FSL programs
- Enrolment target for international students as percentage of total student enrolment (5-10% is suggested)
- Existence of programs to use international students as resource for curricular and extracurricular activities

CANADIAN STUDENTS - PARTICIPATION IN INTERNATIONAL ACTIVITIES

- Active use of and support for operation of work/study abroad services or centre on campus
- Internships or placements with international agencies, firms, groups either in Canada or abroad
 - number of students participating per year
 - number of different schools/departments offering opportunities
 - targeted percentage for student participation (10-15% is suggested)
- Semester or year abroad academic program
 - number of students participating per year
 - targeted percentage for student participation
- Student exchange programs
 - number of active exchange agreements
 - number of students participating per year
 - number of different departments/schools participating
 - targeted percentage for student participation
- International field trips or research as part of course work
 - number of different courses providing international field trips
 - number of students participating per year
- Number or percentage of students who speak a language other than French or English
- Number or percentage of students of different ethnic or racial origin

CURRICULUM

- Existence of review process to assess opportunities for integrating international, comparative or intercultural perspective or issues
- Use of workshops to provide faculty assistance in internationalizing curriculum
- Use of international students or Canadian students with diverse ethnic, racial or cultural backgrounds as resource in classroom
- Integration of international activities, (i.e. research, development projects, institutional linkages, training) into the

teaching/learning experience of undergraduate and graduate students

- Number of different schools/departments which have courses dealing with specific international or comparative topics
- Total number of courses addressing subject from international or comparative perspective
- Number of programs which are especially designed for international content or overseas placements

INTERNATIONAL DEVELOPMENT AND TECHNICAL ASSISTANCE

- Number of different international development initiatives
- Impact and relationship of international development projects on curriculum development and research activities
- Number of projects which involve students in field work overseas or in Canada
- Number of faculty/staff involved in international development projects overseas or in Canada
- Number of different academic departments or administrative units involved in international development activities
- Link of project work with local community groups or campus interest groups

RESEARCH

- Number of international research contracts or projects
- Number of international partners involved in research initiatives
- Number of students involved in international research projects
- Number of faculty/staff involved in international research projects

INTERNATIONAL ACADEMIC AGREEMENTS/ LINKAGES

- Number of schools/departments involved in linkages
- Total number of international academic agreements
- Number of agreements which involve
 - student exchange
 - faculty or staff exchange
 - joint research or publications
 - joint conferences or workshops
- Existence of a policy and review process to assist the development and approval of agreements

FOREIGN LANGUAGE STUDY

- Number of foreign languages taught
- Number of students studying foreign languages
- Foreign language requirement to obtain first and second degrees
- Informal language training (i.e. peer support training)

TRAINING AND CONTRACT EDUCATION

- Number of international contracts or projects for training and contract education
- Number of international partners involved in training and education initiatives
- Number of faculty/staff involved in international training and contract education projects

EXTERNAL PARTNERSHIPS AND COOPERATION

- Number of local community groups or schools involved with international initiatives on or off campus
- Number of private sector companies involved with international initiatives on or off campus
- Number of other Canadian universities or colleges collaborating on international activities on or off campus
- Number of professional organizations or other non-governmental organizations involved with international activities on or off campus

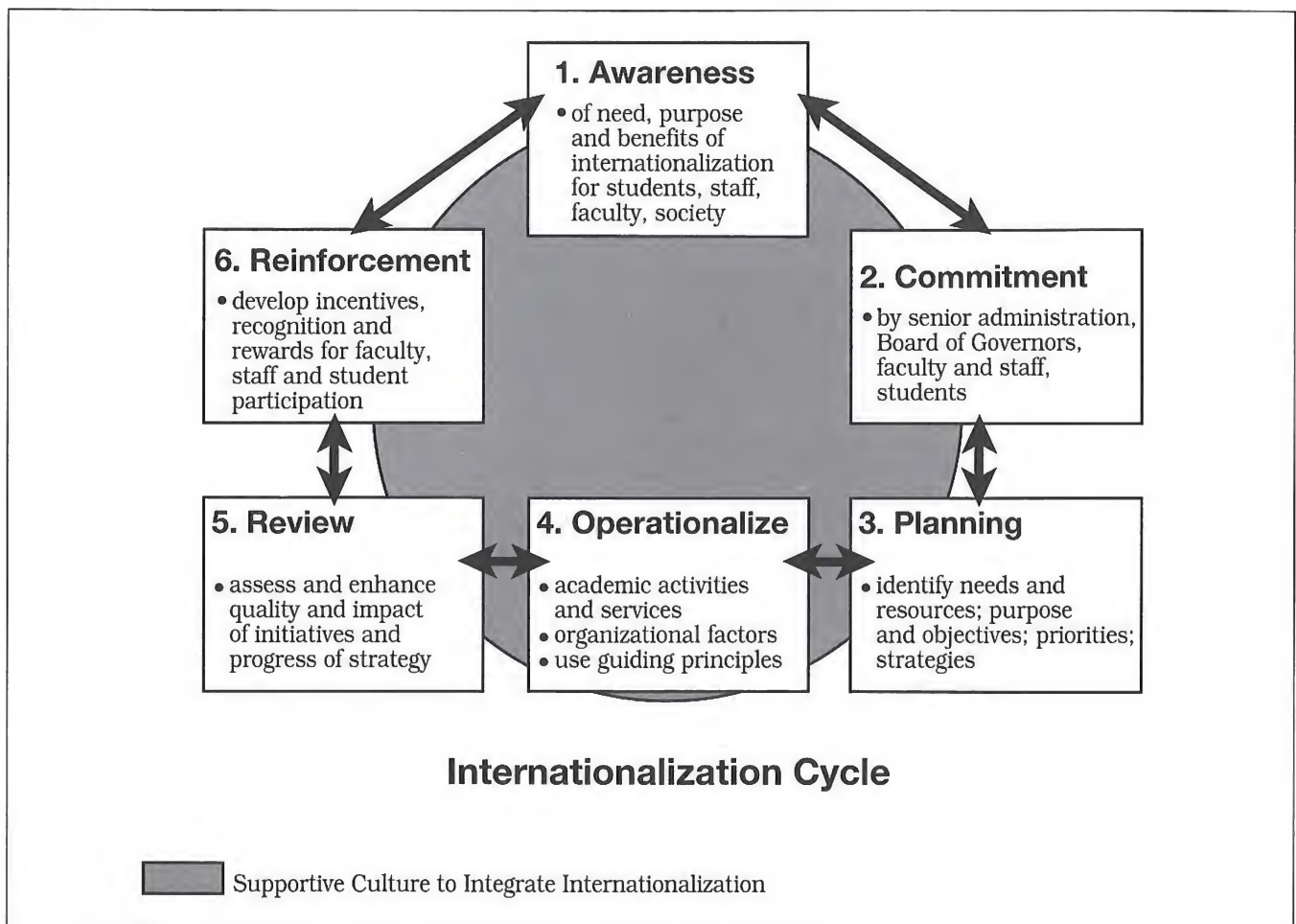
INSTITUTIONAL SERVICES AND EXTRA-CURRICULAR ACTIVITIES

- Level of support from library services and holdings for integrating international and intercultural dimension into research, curriculum and scholarship
- Number of active international/ethnic student clubs or associations on campus
- Number of campus-wide events such as lectures, fairs, workshops, panels, cultural events on international/intercultural themes targeted for:
 - students
 - faculty and staff
 - open to university/college and external community
- Cross-cultural briefing for faculty/staff/students involved in international initiatives either overseas or on campus
- Tracking of alumni in foreign countries in order to represent the institution abroad
- Evidence of an international perspective or understanding of issues in the university/college and student newspapers

THE INTERNATIONALIZATION CYCLE

A question facing many colleges and universities is how to translate what seems to be a strong commitment to internationalization into a comprehensive but practical strategy which integrates and institutionalizes the international dimension into the university systems and values.

The development of such a strategy is a rather daunting challenge when looked at from a holistic perspective. However, if one approaches it as a series of steps which are interconnected and flexible, it is possible to conceptualize the process as a cycle. The diagram overleaf tries to capture the concept of an internationalization cycle in a schematic format.



The proposed cycle (Knight, 1994) has six phases which a college or university would move through at its own pace. While it is clear that there is a sequence to the six phases, it is also important to acknowledge the two-way flow that will occur between the different steps. Each of the six phases is described in more detail in the following sections.

Awareness: creating awareness of the importance and benefit of internationalization for students, staff and faculty

Senior administrators of Canadian colleges and universities as well as national organizations representing the higher education sector have acknowledged and called for increased attention to be paid to the effects of globalization on Canada and the role of institutions of higher education in responding to the issue of increasing interdependence of nations. Faculty and staff are also aware of the trend and are finding that the age of electronic communication is opening the world up to them and the classroom.

Awareness of the importance and impact of the issue is the first step but it is not enough. It is important to stimulate campus-wide discussions on such topics as the need, purpose, strategies, controversial issues, resource implications and benefits of internationalization. Supporters and nay sayers need to be heard. Internationalization touches all aspects of a university and college and all constituencies need to be aware of

the issues and be heard. Internationalization cannot be owned by a small group, as it then becomes marginalized and can be seen as an exclusive, rather than inclusive, issue. Finally, awareness is not enough, it must be turned into commitment.

Commitment: building commitment to the process of integrating an international dimension into teaching/training, research and service functions

The demonstrated commitment of senior leaders to the university or college community is of critical importance. The commitment should be expressed both in concrete ways and in symbolic ways. There is often a perception (or perhaps it is better labelled a misperception) that the commitment of the leadership should be measured in terms of new funds allocated to support a priority initiative. There is no question that additional funds would assist internationalization efforts, but success stories from colleges and universities prove that much can be accomplished without major sources of new funding. A great deal depends on attitude and commitment and eventually recognition and reward.

Strong and vocal support from a broad base of faculty, staff and students is needed to complement the commitment from the senior administrators and to convert commitment into planning strategies. While the commitment from senior administration will lead the process, the real engine of internationalization will be faculty and staff.

Planning: developing a comprehensive plan or strategy

The timing for the development of this strategy is an important factor as the commitment and involvement of a critical mass of supporters or champions are prerequisites to develop a plan and operationalize it.

Clarification of the purpose and goal is a critical first step. The reasons for internationalizing, the intended outcomes, the unique features, resources and needs of the organization need to be clearly assessed and factored into a strategy. An internationalization plan tailored to build on the specific interests, characteristics and objectives of the college or university has a better chance of success than a general purpose strategy.

Planning needs to happen at several different levels. The institution-wide plan needs to demonstrate the priority and provide the framework and direction. Thus the mission statement plays a key role. Recent studies show that the majority of universities have been successful in including a reference to the international dimension in the mission statement. The same is true for colleges. The next step is to translate this expression of importance and intent into strategic and operational plans.

Special attention needs to be given to the centralization/decentralization issue. It is extremely important to encourage, support and sustain local level (academic department, administrative unit, interest group, research centre) initiatives. This works best when it is done within a broader plan and policy framework.

Planning for internationalization will be unique to each institution. Unless it is a new institution, all of the existing initiatives and interest groups need to be taken into consideration, recognized and celebrated where appropriate. Universities and colleges are not starting with a blank slate and it is important to respect the constituencies of interests and expertise and build on them. If not, turfdom may set in and then energy will be spent breaking down barriers rather than creating communication channels and collaboration modes.

The scope of internationalization is enormous and often optimism, not realism, prevails. Setting realistic priorities and time frames are important. A sense of movement and accomplishment generates support. While the big picture (vision of an internationalized campus) is necessary, it needs to be put into practical and achievable steps. This is the operational plan.

Operationalization: implementing the different aspects of a strategy and creating a supportive culture

Academic activities and services, organizational factors and guiding principles are the three components which play a major role in this phase of the cycle. These have been discussed in detail in previous sections. It is fair to say that the development of academic activities and services are obvious and essential parts of the process. The priority and pacing of these activities will of course depend on the resources, needs and objectives of each institution. However, the organizational factors need to be considered in tandem with the activities. Again, the priority and pacing of the organizational factors will be specific to the goals and stage of implementation at each institution. Each operational plan must be customized for the specific purpose,

needs, resources and distinctive features of the university or college.

In the current environment of decreasing resources and competing priorities, one has to be practical and realistic about how to manage an internationalization process without new money and perhaps with even less money. New partnerships with private and public sector agencies plus linkages with community groups are being formed to share and maximize resources.

The establishment of an international office or a position dedicated to international activities is a critical factor. A designated position or office demonstrates to the university or college community as well as external partners the importance and commitment to international affairs. Secondly, an international office has the opportunity to have a macro perspective of what is happening across the institution and how different aspects could reinforce or complement activities.

Information exchange, advisory support, fundraising, advocacy, policy development, training of faculty and staff, are but a few of the different functions that an international office coordinates or oversees in the internationalization process. However, an international office often bears heavy responsibilities for international program development, management and evaluation and does not have the resources, time or mandate to take a holistic perspective on how the different pieces should fit into an institution-wide plan.

Review: assessing and continually enhancing the quality and impact of the different aspects of the process

The concept of review needs to be interpreted in two different ways. In the more conventional sense, review means monitoring and assessment of the value and success of individual activities as well as how they work together in a complementary and mutually beneficial way. This kind of review or evaluation is extremely important when an organizational change such as internationalization is underway. A review tries to ensure that the objectives are being met in an efficient and effective manner and that the quality of the activity or service is meeting standards and expectations.

The concept of review also relates to incorporating internationalization into the annual or biannual review and budgeting process engaged in by academic departments and administrative units across the campus. This type of systematic review is necessary to integrate internationalization into the regular administrative and academic systems of the institution.

This type of review is an audit to gauge the integration and level of internationalization activity throughout the university and college.

Reinforcement: the reward and recognition of faculty and staff participation

In order to develop a culture which supports internationalization a college or university must find concrete and symbolic ways to value and reward faculty and staff who are involved in this type of work. The importance of internationalization work can be easily overlooked or misunderstood, especially if the activities occur off campus or overseas.

For commitment to be sustained, it is important to build in incentives and rewards. The culture of each institution will

determine the specific ways to acknowledge and honor internationalization efforts. It is important to poll faculty and staff for their own ideas on what helps or hinders their contribution and sense of achievement in internationalization work.

The process of internationalization is cyclical not linear. Reinforcement and reward lead to renewed awareness and commitment. A renewed and broader base of commitment leads to further planning processes. This usually stimulates changes to existing programs or policies and the development and implementation of new activities and services. A continuous support, monitoring and review system attempts to improve quality and involves incentives, recognition and rewards.

INNOVATION AND INSTITUTIONALIZATION

The internationalization cycle described in this paper attempts to build in opportunities for continual innovation as well as ways to ensure that the international dimension is integrated and institutionalized into a college or university culture and systems. The concepts of innovation and institutionalization are not contradictory; they can complement and reinforce each other. For those institutions committed to integrating an international dimension into their teaching, training, research and service functions, innovation and institutionalization are essential for success.

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